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**TRANSLANGUAGING IN AN EFL CLASSROOM: ATTITUDES
AND PRACTICE**

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ABSTRACT

Regarding the heated discussions on the possible benefits and drawbacks of translanguaging in the EFL classroom, this thesis focuses on the attitudes towards and practices of translanguaging by EFL teachers and student, as well as possible functions of translanguaging in language learning and teaching. Through a comprehensive analysis of questionnaires and classroom observations, this thesis also aims to provide an insight into possible discrepancies between the respondents' attitudes and practice. The findings of the study suggest that teachers and most students accept translanguaging as a medium of instruction and acknowledge its benefits in language teaching and learning. Moreover, examples of translanguaging were found in both teaching and learning contexts. Teachers mostly translanguaged while explaining and revising vocabulary and grammar, managing class, facilitating student responses, emphasizing important points, and giving feedback and directions. Student translanguaging was observed while helping colleagues during activities, responding to teachers' questions, as well as discussing content and activities. Hence, the findings of this study indicate that the respondents' attitudes are in accordance with their practices of translanguaging.

Key words: translanguaging, EFL (English as a foreign language), foreign language teaching, language attitudes, functions, L1 (first language), TL (target language)

TABLE OF CONTENTS

ABSTRACT.....	ii
1. INTRODUCING THE PHENOMENON OF TRANSLANGUAGING	1
2. THEORETICAL UNDERPINNINGS.....	3
2.1. TRANSLANGUAGING.....	3
2.2. ESL – EFL CLASSROOM DICHOTOMY	5
2.3. DEPICTION OF RECENT RESEARCH ON TRANSLANGUAGING IN EFL / ESL CLASSROOM	6
2.4. CONTEMPORARY PEDAGOGICAL APPROACHES TO LANGUAGE LEARNING.....	10
3.METHODOLOGY	12
3.1.AIMS.....	12
3.2. RESEARCH QUESTIONS.....	12
3.3. RESEARCH METHODS.....	13
3.4. QUESTIONNAIRES	13
3.5. CLASSROOM OBSERVATION	14
3.6. PARTICIPANTS	15
4. INSIGHTS INTO TRANSLANGUAGING: RESPONDENTS’ PERSPECTIVES.....	17
4.1. STUDENTS’ APPROACH AND EXPOSURE TO TRANSLANGUAGING	17
4.1.1.Translanguaging in language learning	17
4.1.2.Translanguaging in language teaching	23
4.2. TEACHERS’ ENCOUNTERS WITH AND STANDPOINTS ON TRANSLANGUAGING	29
4.2.1. Translanguaging in language teaching	29
4.2.2. Translanguaging in language learning	30
5. OBSERVING CLASSROOM TRANSLANGUAGING	32
5.1.TRANSLANGUAGING IN LANGUAGE TEACHING.....	32
5.1.1. Grammar explanation.....	32
5.1.2. Facilitation of student responses	34
5.1.3. Emphasis of important points.....	36
5.1.4. Giving feedback and directions.....	37
5.1.5. Classroom management	38
5.1.6. Vocabulary analysis	39
5.2.TRANSLANGUAGING IN LANGUAGE LEARNING.....	41

5.2.1. Responding to teacher's questions	41
5.2.2. Helping peers during activities.....	42
5.2.3. Discussing content and activities	43
6. DISCUSSION.....	45
7. CONCLUDING REMARKS AND FUTURE IMPLICATIONS.....	49
REFERENCES.....	51
APPENDIX 1: UPITNIK ZA UČENIKE ENGLESKOGA JEZIKA	55
APPENDIX 2: UPITNIK ZA NASTAVNIKE ENGLESKOGA JEZIKA	60
APPENDIX 3: QUESTIONARIO PER GLI ALUNNI DI LINGUA INGLESE	65
APPENDIX 4: QUESTIONARIO PER GLI INSEGNANTI DI LINGUA INGLESE	70
APPENDIX 5: QUESTIONNAIRE FOR ENGLISH LANGUAGE STUDENTS.....	75
APPENDIX 6: QUESTIONNAIRE FOR ENGLISH LANGUAGE TEACHERS	80
APPENDIX 7: JEFFERSONIAN NOTATION	85

1. Introducing the phenomenon of translanguaging

At present, translanguaging is commonly regarded in scholarly circles in terms of “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds (Garcia, 2009) and “a pedagogical practice where the input tends to be in one language, and the output in the other language” (Baker, 2006: 297). Being an unavoidable consequence of communication between different language varieties, it has long existed as a result of language contact in multilingual and multicultural communities (Cook, 2008). From then on, heated discussions have taken place on whether it is beneficial or deterring to switch from the target language into the native language in English as a foreign language (EFL) classroom. Advocates of the monolingual policy, such as Krashen (1985) and Lightbown and Spada (2006), deem that successful acquisition occurs when learners are exposed to comprehensible output in the target language. Conversely, researchers in support of using both the target language (TL) and the first language (L1) in the EFL classroom feel that the latter can be used to speed up the learning process and that it may have other benefits to the learning of the former (Adamson and Adamson-Fujimoto, 2012; Cook, 2008; Cummins, 2009; Ortega, 2014).

In line with these views, the present study attempts to shed light on both students’ and teachers’ attitudes towards and their experiences with the translanguaging phenomenon in their English classroom. In the light of the discussions relative to the effectiveness of translanguaging in the EFL classroom, the present study aims at providing functions of translanguaging in both language teaching and learning.

For the purpose of answering the above-mentioned aims, the central part of the thesis starts with a descriptive analysis of key terms such as translanguaging, EFL - ESL classroom dichotomy and contemporary pedagogical approaches towards language learning. So as to be able to

effectively pursue the goal of this thesis, a depiction of recent research on translanguaging is also presented. Afterward, the context in which the study was conducted is briefly explained. The central part of the thesis presents and discusses the findings of the study by focusing on teachers' and students' answers as well as the recorded data. Moreover, the correlation between the analysed results is thoroughly discussed. Lastly, the final part of the thesis summarises the findings of the study and offers some concluding remarks.

2. Theoretical underpinnings

This section seeks to provide a description and an analysis of the backbones of this study. In other words, a detailed depiction of the term *translanguaging* will be provided, along with the analysis of the expression *EFL classroom* and how it differs from the notion of *ESL classroom*. With reference to translanguaging in the EFL classroom, an analysis of most recent research in this field will be presented. Moreover, in order to successfully analyse the role of translanguaging in education, we ought to specify the existing pedagogical approaches to language learning.

2.1. Translanguaging

The coinage of the word translanguaging is credited to Williams (2002), who referred this term to “a pedagogical practice where students were asked to alternate between languages for the purposes of receptive or productive use” (Garcia and Li Wei, 2014: 20). In this classroom environment, students were asked to switch between languages during the lecture, for example reading a text in one language but discussing it in another (Sayer, 2013). Having that in mind, along with Baker’s (2006: 297) depiction of classroom translanguaging as a situation in which “the input (reading or listening) tends to be in one language, and the output (speaking or writing) in the other language”, there seems to be no compelling reason to argue with Baker’s (2006: 297) further statement: Williams’s research provided an insight into the effectiveness of this type of translanguaging as a teaching strategy since it was used to “develop both languages successfully and also result in effective cognitive learning”. It seems thus that translanguaging is deeply anchored in the field of bilingual education. Nonetheless, the term translanguaging has developed alongside other terms with the prefix trans-, such as translingualism (Canagarajah, 2014.)

In this framework it is of vital importance to nominate the constant revision and debate over the choice of terminology used to address the employment of multiple languages in education. By way of illustration, the terms “bilingual” and “multilingual” are often used in this notion, which can be portrayed as one having proficiency in two or more languages. Rivera and Mazak (2016: 124) put forward the view that these labels “continue to enforce the belief that languages are separate entities with finite boundaries.” This statement corroborates Canagarajah’s (2014: 41) theory that the term multilingual perceives the knowledge of languages in an additive manner, while the notion translingual connotes to “synergy, treating languages as...mutually influencing each other”. Likewise, these views are put together in the definition provided by Garcia and Wei (2014:2), who underline the importance of translanguaging by defining it as “an approach to the use of language, bilingualism and the education of bilinguals that considers the language practices of bilinguals not as two autonomous language systems as has been traditionally the case, but as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages.”

By the same token, the practice of translanguaging is also widely known as code-switching. The difference between these two terms has been analysed and discussed in a number of studies. For example, Adamson and Fujimoto-Adamson (2012) defined code switching as a tool used by translanguaging in order to negotiate meaning making in a multilingual educational environment. Garcia (2009: 25) supports this statement by claiming that the main difference between translanguaging and code-switching lays in the fact that the concept of translanguaging includes but goes beyond occurrences of code-switching. Garcia and Li Wei (2014) extend the difference between the two phenomena by arguing that code-switching mainly refers to the shift between two languages, while translanguaging encompasses the speakers’ complete language repertoire. This

is in line with Lewis et al. (2012: 659) who argue that “code-switching has associations with language separation while translanguaging celebrates and approves flexibility in language use and the permeability of learning through two or more languages”. As we can see from this myriad of definitions, the notion of translanguaging is seen as a significant development in bilingual education which exceeds language separation. Despite the presence of different terminology used to address these occurrences, all the aforementioned notions pertain to the use of the learners’ native language as well as the target language in the language acquisition. On the grounds of having a consistent analysis of the matter throughout this research, the term translanguaging will be used to refer to such practices.

The majority of the literature available dealing with classroom translanguaging is relatively recent and has focused on the functions of such practices in all the stages of education, particularly in elementary school (Sayer, 2013).

2.2. ESL – EFL classroom dichotomy

In English language teaching environment there are two different contexts. The first context is denominated English as a Second Language (ESL) as it refers to a language instruction environment where students learn English and work to acquire proficiency in the language inasmuch as it will be needed to undertake different conversational contexts outside their classroom environment. In other words, the term ESL instruction is adopted to describe the use of English as the language of instruction in some countries’ educational institutions. The reason behind this lies in the fact that these countries, such as Japan and Philippines, host speakers of widely divergent languages (Marckwardt, 1963). The second language instruction framework is

entitled English as a Foreign Language (EFL), pertaining to English instruction in nations or regions where English is taught as a school subject or at an adult level exclusively for providing the student with a foreign language competence, while having no official use outside the classroom (Marckwardt, 1963; Nayar, 1997). Such context is the one under study, that is, Croatian.

In line with this, while in the ESL classroom there is a strong possibility of encountering a variety of different native languages, the students learning English in an EFL context typically share a common native language (Nambisan, 2014). Notwithstanding the fact that the probability of translanguaging is of high possibility in both contexts mentioned above, little research has been conducted to show the presence of the mixing of two or more languages in both classroom environments. Although studies conducted in the EFL context outnumber the ones taking place in the ESL classroom, there is still little knowledge about the translanguaging process in the former environment. As such, it is of crucial importance to further examine this practice in an EFL context, which is what this current study seeks to provide.

2.3. Depiction of recent research on translanguaging in EFL / ESL classroom

With regard to what has been said up to this point, it is particularly vital to underline the importance of the research that could delineate the need for and the positive effects of translanguaging. Since 1994, when Cen Williams introduced a completely new practice in educational settings, different literature on translanguaging has been revised and debated, while the research on this matter has brought to light several reasons for the occurrence of translanguaging in a classroom environment and addressed its benefits for the learners. Nevertheless, to the best of our knowledge, to date very few studies have explored the

translanguaging practices in the EFL classroom, and students' and teachers' awareness and attitudes towards these occurrences. There is a vital need for further research to address whether teachers and students in EFL contexts are familiar with translanguaging, investigate what are their opinions on this practice and, finally, analyse the frequency of translanguaging. What is more, it is crucial to identify which terms are used by teachers to determine such occurrences, given their abundance in the relevant literature.

Rasman (2018) conducted a qualitative case study with the aim to analyse how the translanguaging process helps language learning, with a particular focus on how the socio-political context in Indonesia could influence the boundaries of translanguaging space where the students interact. By observing a video-recorded EFL classroom he ascertained that the use of L1 does not inhibit the learning of the language, but proves the opposite, demonstrating the possibility of creating the students' own repertoires through scaffolding during learner-learner interaction. Moreover, the results showed that the multilingual practice in the country is still constrained, although students drew on multiple codes during the lecture.

Another research crucial for the current study is the one conducted by Pacheco (2016). The main aims of the study were to explore how multiple languages are used as tools for meaning-making in the classroom and to analyse how the community affords or constraints the use of such means for making meaning. The findings of this study have shown an abundance of teacher and student translanguaging occurrences which can play an important role in understanding different L2 notions.

When it comes to analysing language attitudes in the field of classroom translanguaging, Nambisan (2014) sought to provide insight into the attitudes of teachers towards their and students' translanguaging in an ESL classroom and to uncover information regarding any use of this

practice. The results suggest that teachers hold this practice to be of extreme importance in a language learning environment. However, the findings also reveal an imbalance between teachers' attitudes towards translanguageing and its practices in the classroom. In other words, the subjects placed an importance on the practices of translanguageing. Nonetheless, their reports did not reveal any implementation of these practices in their classrooms.

In like manner, Rosén (2017) conducted a study to find what the teachers' attitudes are towards translanguageing. The results of the research indicate that teacher candidates have positive attitudes towards multilingualism in a school environment, but that they are hesitant as to how they can work with multilingual students to ensure optimal knowledge acquisition.

On the other hand, when it comes to analysing students' attitudes towards using their L1 in the EFL classroom, some of the opinions were gathered by Tahimi and Qadermazi (2015), who dedicated their research to finding out the role of L1 from the learners' perspective. Through classroom observations, questionnaires, and interviews the researchers came to the conclusion that a notable number of Iranian learners of English language agrees with using L1 during their lecture, especially when there is a need for clarification. However, what is particularly interesting is the fact that learners deem it is crucial to have L1 use kept to a minimum. The occurrences of translanguageing should be present only when explaining grammar or vocabulary. This shows that language learners are generally in favour of the maximal use of the target language in EFL classes.

I-Chung Ke and Shumin Lin (2017) sought to provide answers to whether the practice of translanguageing helped students in their target language learning and if so, in what way. Through observation of an EFL classroom in Taiwan, the evidence suggests that the implementation of translanguageing enhanced students' learning of English, especially grammatical structures. In

actuality, students' scores in grammatical examinations showed significant improvement because of the translanguaging approach.

A comparative study of Chinese and Swedish teachers' beliefs and practices was conducted by Nilsson (2015). The study delves into Chinese and Swedish differences when it comes to the use and attitudes towards classroom translanguaging. The results showed an overall negative view of using L1 in the EFL classroom. Translanguaging occurrences did however occur, namely in the Swedish classroom, when giving individual feedback, when making direct comparisons to the Swedish language or when the class got out of hand. In the Chinese EFL classroom the switch to L1 happened mostly in regard to the students' comprehension.

Johansson (2013) delivered a study concerning teachers' use of L1 in the EFL classroom. This study sought to provide answers regarding teachers' views on translanguaging, as well as the frequency of translanguaging used by them in the classroom. Moreover, one of the aims of this study was also to analyse students' perceptions on their teachers' translanguaging. The findings of this research suggest that teachers' codeswitching happened exclusively during grammar instructions and in one-to-one situations. When it comes to learners' perceptions, they preferred a combination of L1 and L2 during grammar explanations and test instructions and saw the use of L1 only in grade discussions and one-to-one situations. What is more, the results showed teachers' opposing views towards translanguaging.

Horasan (2014) conducted a study in order to fractionate the frequency of translanguaging in the EFL classroom. The results showed a high percentage of translanguaging occurrences, both by teachers and students. When it comes to their perceptions of L1 use in the classroom, both the students and the teachers believe that the occurrences are acceptable in lower levels, yet it should be decreased as the level gets higher.

Recent research into translanguaging in the EFL/ESL classroom has come to different conclusions. However, attitudes towards translanguaging practices are overall positive, corroborated by several examples of learning process facilitation. As a case in point, translanguaging is regarded as most effective in grammar instruction and classroom management. Conversely, in regard to the negative perspectives of using L1 in a language classroom environment, supporters of this view claim the usage of the native language to have negative effects on students' acquisition of the target language.

2.4. Contemporary pedagogical approaches to language learning

Before moving on to the analysis of translanguaging occurrences observed in this study, possible constraints of using translanguaging in classroom ought to be mentioned. In alignment with this, the sphere of language pedagogy has recently been facing several challenges in the education of bilinguals and multilinguals. The matter of using L1 in L2 teaching has been debated between linguists who attest two major opposing beliefs when it comes to language classroom translanguaging. The supporters of the first belief hold that the target language should be used exclusively while, on the other hand, there are scholars who embrace the use of the first language as an aid (Jingxia, 2010). This type of language approach that promotes one language over others is entitled monolingual approach or English-only policy. Among the first scholars to support the English-only policy was Krashen (1985). He believed that maximum exposure to L2 and conducting lessons exclusively in the target language would yield positive outcomes in language learning. These policies presented by Krashen tend to dominate the second and foreign language teaching (Cook, 2008) since, according to Lightbown and Spada (2006: 23), there is a general

belief that successful acquisition occurs when learners are exposed to comprehensible input in the target language. In Croatian grammar schools, language teaching is predominantly influenced by the national curriculum. Having that in mind, along with the fact that a comprehensive curricular reform is still in the process of implementation, language teaching is still underpinned by the native-speaker ideal. In other words, language teachers are often expected to use only the target language in the classroom environment and promote native-like proficiency. Conversely, according to Cenoz and Gorter (2011: 340), multilingual students must not be seen as “imitation monolinguals” and their language competence as substandard, instead of unique. These views devalue the learners’ cultures and may have negative emotional effects on the learners (Ortega, 2014). Hence, learners may experience a decrease in proficiency and lack of motivation (Adamson and Adamson-Fujimoto, 2012), which is an integral part of a successful language learning (May, 2014).

3. Methodology

The following pages intend to present the reader with specific aims of the study, along with categorical questions that served as the keystones of the analysis. In addition to that, detailed information about participants will be given, as well as arrangements and techniques used to obtain substantial results.

3.1. Aims

The central aim of the study is to provide insight into both students' and teachers' attitudes as well as their experiences when it comes to switching to L1 in their English classroom. A related aim of the current study is to explore functions of translanguaging in the EFL classroom. Finally, a goal is to investigate whether there is a discrepancy between practices of translanguaging in the classroom and experiences/attitudes mentioned by both students and teachers. This study aspires to provide results corroborating the findings of the research already mentioned in the present thesis.

3.2. Research questions

The questions this study aims to provide answers to are as follows:

RQ1: What experience do teachers have with the use of translanguaging practices in EFL

learning and teaching context and what are their attitudes towards it?

RQ2: What experience do students have with the use of translanguaging practices in EFL

learning and teaching context and what are their attitudes towards it?

RQ3: What are the functions of translanguaging in EFL learning and teaching context?

RQ4: Is there any discrepancy between the participants' statements and practices of translanguaging?

3.3. Research methods

The data in this study were collected by means of two methods: questionnaires and classroom observations, which required both quantitative and qualitative analysis. The gathered data were analysed using Microsoft Office Excel 2016. The quantitative data were statistically analysed to determine frequency rates and percentages. Regarding the results collected through the qualitative method, the researcher coded the data by reading and listening to the content reflectively several times to identify salient categories (cf. Gibbs, 2007).

3.4. Questionnaires

Part of the data for this research were collected by means of questionnaires. This method of data gathering is one of the most prevalent in the field of data collection regarding attitudes and opinions from a large group of respondents (cf. Gass and Mackey, 2011). Two separate questionnaires were created with almost identical questions and were separated into two groups, i.e. questionnaires created for teachers and those compiled for students. Both students' and teachers' questionnaires were originally composed in Croatian and Italian, since the research was conducted in one Croatian and one Italian grammar school. The questionnaires were administered in paper-and-pencil format to a sample of 225 students as well as to four teachers. All administered questionnaires were completed and returned to the researcher, although two of the students'

questionnaires were annulled since the respondents' answers did not offer relevant information needed for the purpose of this study. The responses in Croatian and Italian were translated into English by the researcher. Both questionnaires comprised three parts, with the last two parts being divided into two subcategories. The first part enquired into the participants' background information, i.e. students' and teachers' gender, age, and native language(s). Students were additionally asked to say what grade they were in and years of studying English, while teachers were required to reveal their education background and years of teaching experience. The second part was subdivided into two categories, the first of which required the participants to give details on their experience with translanguaging in language teaching, while the second category analysed their attitudes towards this phenomenon. Both categories contained one Likert-type question which investigated the frequency of translanguaging in language teaching and the participants' opinion on this matter. What followed were four open-ended questions which required the participants to corroborate their answers by explaining when, why and in which way does and/or should translanguaging occur. The third part, which elicited information on the participants' experience as well as attitudes towards translanguaging in language learning, was designed in the same way as the second part.

3.5. Classroom observation

Classroom observation is a research method used to directly observe teaching and gain a better understanding of teaching practices. It consists of at least three parameters: the observer, the goals of observation and the procedure (McDonough and McDonough, 1997). Part of the data for this particular study came from twenty 45-minute lessons, which were observed and recorded with an audio recorder. Subject teachers were informed that their lessons would be observed and

recorded not for the purpose of evaluating their teaching, but to gather necessary data that are needed to conduct valid research. Detailed notes of class activities and dialogues were taken during the classes. Part of the recorded material has been transcribed with the help of Jefferson's transcription system in order to support author's analysis (Jefferson, 2009).

3.6. Participants

The sample encompassed two groups of respondents, i.e. teachers and students of two grammar schools in Rijeka, Croatia. It should be noted here that the medium of instruction in one of the schools is the Italian language. Hence, the examples given in the results section will include switching to both Croatian and Italian languages. Note that although Italian is not the first language of all teachers and students attending the Italian grammar school, the term L1 will be used to refer to both Italian and Croatian for the sake of consistency throughout the study. The informants partaking in the questionnaires and classroom observations were 5 grammar school teachers and an overall number of 223 grammar school students.

Out of 223 students, 27 per cent of them were male and 73 per cent female. The sample comprised students from all grades, twenty-seven per cent of whom were first-year students, thirty per cent second-year, eighteen per cent were in the third grade, and twenty-four per cent of the students were in their last year of high school education. As expected, the students were between the ages of 14 and 19. Ninety-two per cent of students were native speakers of Croatian, while five percent were Italian native speakers. As for the rest of the respondents, five students listed both Croatian and Italian as their native languages, while the remaining two students were Russian and French, respectively.

When it comes to the second group of respondents, i.e. four grammar school teachers, three subjects were female and one of them was male. Three of the respondents listed Croatian as their mother tongue, while one teacher regarded themselves as Italian as well as Croatian native speaker. They have all completed the master's degree and had significant teaching experience.

		n	%
Gender	Male	61	27.35
	Female	162	72.65
	Total	223	100
Age	14 -16	125	56.05
	17-19	98	43.95
	Total	223	100
Grade	1 st	61	27.35
	2 nd	68	30.49
	3 rd	41	18.39
	4 th	53	23.77
	Total	223	100
Years of learning English	1-7	4	1.79
	8-11	150	67.26
	12-15	69	30.94
	Total	223	100
Native language	Croatian	205	91.93
	Italian	11	4.93
	Croatian and Italian	5	2.24
	Other	2	0.9
	Total	223	100

Table 1. Background information on student subjects.

Teacher	T1	T2	T3	T4
Gender	F	F	F	M
Age	39	62	50	35
Degree	M.A.	M.A.	M.A.	M.A.
Years of teaching experience	13	38	24	5
Native language	Croatian	Croatian	Croatian and Italian	Croatian

Table 2. Background information on teacher subjects.

4. Insights into translanguaging: respondents' perspectives

4.1. Students' approach and exposure to translanguaging

This chapter presents the results of questionnaires investigating translanguaging and students' attitudes towards this phenomenon. Section 4.1. looks at students' self-reported practices of translanguaging as well as their attitudes regarding translanguaging in the EFL classroom. Section 4.2 examines students' experience when it comes to their teacher's use of L1 during English lessons, followed by their own opinion on the matter.

4.1.1. Translanguaging in language learning

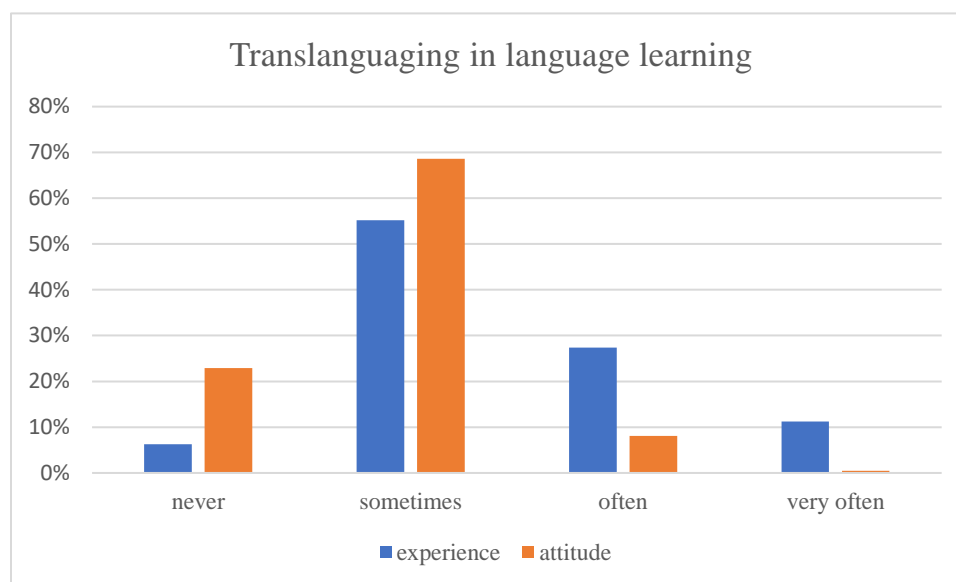


Figure 1. Students' experience and attitudes towards student translanguaging

When it comes to their use of L1 in English classes, around half of the students (55%) declare they sometimes use it, while only a minority (6%) claim they have never used their L1. While 27% of the respondents state they often use their L1 in L2 classroom, 11% of them report using it very often (see Figure 1).

When asked why they never used their L1 in EFL environment, one of the main reasons cited was the fact that their teacher did not allow any use of L1 in the classroom environment.

Our professor wants us to develop our English skills and we try our best to use English as often as possible.

Because our professor demands strict use of English and warns us when she hears someone talking in Croatian.

Our professor forces us to speak in English during every lesson and in that way we learn it better and faster.

Because our professor has been forcing us to speak in English since the first lesson.

The rest of the respondents in this category do not feel the need to use L1 since they are highly proficient in English. Some of their responses are:

Because I have been learning English for 13 years, it is logical to conclude that I do not need Croatian to help me when expressing myself.

Because it is easier for me to use English rather than Croatian. I spend a lot of time outside school talking in English and I feel English is closer to me than my native language..

We are competent in English so I don't see any need to communicate in Croatian during our English classes.

For those who claim they use their L1 during English lessons, when asked when the translanguaging occurred in language learning environment, the respondents gave various answers. The most typical responses included situations such as group discussions that required their own opinion on a given text or situation. What is more, a considerable number of participants express they use both languages when tackling new grammatical structures as well as learning new vocabulary items. More specifically, the respondents use their L1 while explaining new words to peers, during revision, as well as in situations in which they are required to give detailed

explanation of demanding grammatical structures. Another prevailing reason for student translanguaging is in the context of group or pair work when students have the liberty to converse with other students in their L1. Equally important are the informal conversations between students and their teacher, i.e. when talking about a topic that is not related to the lecture. Another reason for students' translanguaging is the insecurity in their knowledge of English. Namely, they are afraid of saying the wrong answer and they do not feel at ease while expressing themselves in English. What follows are some of the respondents' answers:

When we translate some words or sentences. If someone doesn't understand what another person has said, we try to explain it again in English, and if they still don't understand, we use Croatian. Sometimes when we need to set certain dates and deadlines etc....

We use Croatian when we are divided into groups to create a poster or a presentation. We also switch to Croatian unintentionally during heated discussions.

We use Croatian because, considering English is not our native language, Croatian comes more naturally in certain situations such as discussions, who has to do and say what etc....it doesn't feel natural to ask such questions in English.

We use Croatian while explaining what we have to do or during informal communication. For example: "Pass me the pencil".

I use Croatian when I'm speaking to my bench mate because we live in Croatia and you speak Croatian in this country.

When I'm not sure how a word or phrase is spoken. I don't want to say something wrong.

I use Italian phrases when I want to explain something but I'm not sure about the English equivalent. For example, when I give my own opinion I automatically say it in Italian. I just don't feel at ease speaking in English and I'm not that into learning foreign languages.

When we are learning new vocabulary. We can't all know everything, so we need extra explanations in Croatian to use the word or phrase later.

When we need something explained (vocabulary or grammar), when we compare English grammar with Croatian grammar, or when we are talking about a test, but only in small amounts because we know English really well.

When I'm talking to my bench mate, mostly about the lesson, but also sometimes when we want to have our private talks. It is easier and I don't want to think too much.

When we are tackling new material we always start discussions in Croatian and then we turn to English.

Concerning their attitudes towards students' translanguaging, the great majority of the respondents have a positive attitude towards it, considering it useful for students' effective learning of English. In fact, an overall of 77 % of the respondents claim that the use of L1 should be present in the EFL classroom environment (69% sometimes, 8% often, 0,4% very often) (see Figure 1). They all seem to agree on the main reason for translanguaging occurrences, which is the students' lack of knowledge of a given word in English during class discussions:

We should use Croatian when we can't remember how to explain something in English. It is impossible to know everything.

When students don't know how to express themselves so they say this word in Croatian and then the professor helps them translate it into English.

If students can't manage to remember a word in English. It is better to say it in Croatian than to be afraid and not to ask at all.

Other situations mentioned by the respondents are one-to-one conversations and assessment situations, such as understanding exam instructions and asking for an explanation for the grade received.

Students should use Croatian while talking to each other because it's easier and not that time consuming. If a student doesn't understand teacher's instructions, another student should explain it in Croatian.

It is much easier and faster to converse in Italian when talking to my teacher or with my classmates. Also, it is okay to use Croatian when you need to ask your teacher for help.

When there is a problem with their grade and they do not know how to express themselves in English, they can use Croatian.

To avoid possible misunderstandings. For example, when listening to exam instructions students can use Croatian when asking for additional information.

Furthermore, they all state it is much easier and more effective to use their L1 in the foreign language classroom than focusing only on the target language.

If we say a word in Croatian and our professor translates it into English it makes our learning process easier and those who don't know English that well aren't afraid to ask something or to communicate in English.

If nobody gives us additional explanation of an English word in Croatian and we need it, the meaning of the word will forever remain vague to us and we won't be able to use it actively. We go to school to learn something and because of that I think we should use a bit of Croatian in our English lessons.

It is easier to learn a language when you can compare it to other languages such as your native one.

It is much more interesting to learn a language by comparing some words to L1 equivalents. That is why I am more than okay with using Croatian during our English lessons.

However, most of the respondents claim the use of L1 should be put to a minimum, stating it should be present only in situations when students cannot grasp the meaning of a word, after being presented with an English synonym or definition.

In theory, only English should be used in our English lessons. However, not everyone knows every word in English and I understand we sometimes have to translate something to Croatian.

Only when students don't know how to express themselves. However, I really think the use of the target language is instrumental in perfecting the language and because of that we should avoid using Croatian.

I think Croatian should be used only when it is really needed. For example, when someone can't understand a word at all and when the material is difficult for them. Students should at least try to speak in English during our class because it is easier to learn it that way.

On the other hand, 23% report L1 should not be present at all in an English language classroom (see Figure 1). According to the respondents, the exclusive use of the target language in the classroom improves students' proficiency, pronunciation and vocabulary. What is more, they see the use of L1 as detrimental for English language learning as it can lead to the target language improvement coming to a halt.

We should never use Croatian in our English lessons because the only right way to learn a language is to use it constantly and to be surrounded by people who use it. By talking in Croatian during English lessons we lose sight of important language patterns.

In order to develop our English language skills we can't use Croatian. We are actually doing ourselves a favour because it is better to face our problems with the language than to ignore them.

The best way to learn a language is when you are forced to use it!

Regardless of their grammatical or vocabulary mistakes, students should loosen up during English lessons. It is important to write, read and talk in English as much as we can.

According to some respondents, the use of L1 should not be present in an English classroom environment because of the high level of English language proficiency that is expected from grammar school students.

Having been learning English for almost 10 years I think that grammar school students shouldn't have any difficulty in understanding and using the language.

After many years of studying English it would be sad to hear someone having difficulty to express themselves in English or not to know the meaning of a given word.

After 10 years of learning English, I think that all students of my age should understand all lesson materials on a B1-B2 level of proficiency.

4.1.2. Translanguaging in language teaching

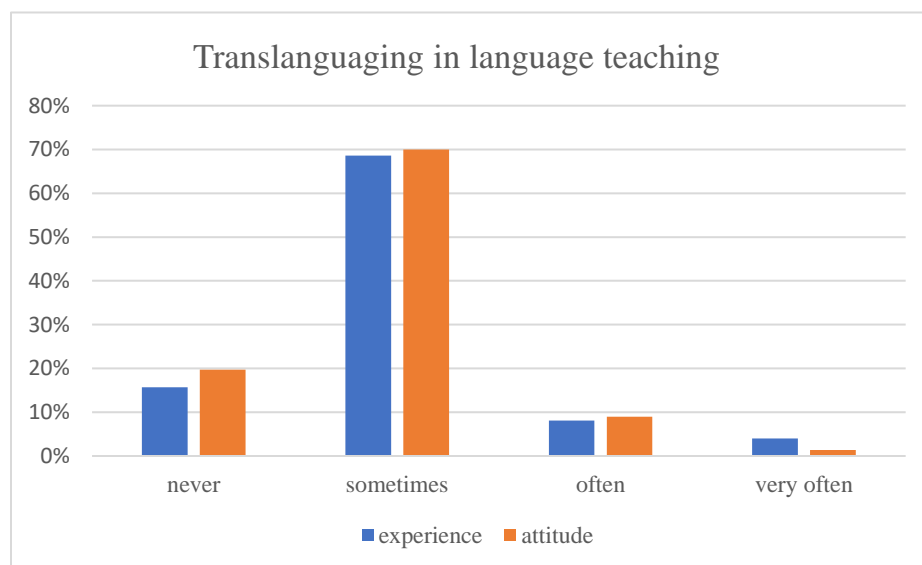


Figure 2. Students' experience and attitudes towards teacher translanguaging

As for student experiences with teachers' translanguaging in their English classroom, 16% of the students claim their English language teachers never use L1 while teaching (see Figure 2). Two main reasons for this are mentioned. Firstly, students feel teachers do not translanguague

because in that way students are more likely to respond in English rather than Croatian and thus become more proficient in English.

They do not use it because they try to make us understand everything in English and learn it better and faster because the best way to learn a foreign language is to be exposed to it.

Our teacher explains everything in English to make our further conversations in English easier.

Because our professor wants us to learn new words and pronunciation as much as we can and to feel more relaxed during our English lessons.

Our professor doesn't believe in using Croatian and thinks that studying in English is the most effective way to learn it.

The rest of the respondents believe their teachers do not translanguage as they regard their students as competent enough to fully understand their English language instructions and explanations.

There is no need for them to speak in Italian because all students in our class know English well enough to understand even the most complex instructions.

Because we are learning English in a grammar school.

Because the teacher recognised our potentials when it comes to languages and that we are more than happy to communicate in English.

She doesn't use Croatian because all students know English well and they can speak in English without involving Croatian in their conversation.

As for those who claim their teacher switches from English to L1 in their English lessons, 69% say they hear their teacher switch to Croatian or Italian on some occasions, while 10% claim they use L1 often (8%) and very often (4%) (see Figure 2). When asked about situations in which teacher translanguageing occurred, a considerable number of the respondents provided the same

answer: while explaining new material, be it new vocabulary items or grammar. According to the respondents, teachers use their L1 to explain more complex grammatical structures and to make sure everyone understands what is being taught. An additional emphasis is put on situations when the teacher is asked to further explain new topic and give additional explanation.

When they are introducing new material, when they're explaining grammar or a completely new term so that students can understand it better. She helps us understand the word by telling us its synonyms and antonyms. In the end, when we all grasp the meaning of the word, she translates it in Croatian.

While teaching new vocabulary and analysing new and demanding texts. Moreover, in additional explanation to students who have difficulties with understanding new material.

When we are learning something completely new and unknown to us, especially new verb tenses as well as grammar in general.

When we are tackling new material and they need to explain it to us or clarify the topic. When we ask them to clarify the terms we didn't understand.

When we deal with new vocabulary items. Our teacher usually tries to compare English words with their Croatian equivalent, such as the difference between the words "skinny" and "fit".

Also, according to the students, teachers usually translanguage while dealing with issues unrelated to the lecture, such as classroom management, directions and information about the curriculum as well as assessment situations; for example, when giving directions for specific assignments or explaining the rationale behind grading.

When she gives additional explanation or explains how to solve an exercise and gives us feedback on our work.

When she warns us to keep quiet and when we discuss about the State Matura Exam.

Our teacher uses Croatian mostly when we are disobedient and when we don't listen to her. Usually she doesn't speak in English when she gives us feedback on our schoolwork and

explains the mistakes we did in our tests and schoolwork. She tries to explain it in English and only if we don't understand her completely, she will switch to Croatian.

Our teacher mostly uses Croatian when we get on her nerves and when she is mad at us. Also, when she wants to praise someone.

Before writing a test, when making an important decision or when she has an important message for us. She first tells the message in English, then explains it once more in Croatian and we continue discussing it in Croatian.

Our teacher uses Croatian at the beginning of the lecture, while writing down who is absent and what we are going to do that day. She always points out that she will speak in Croatian before doing it.

When asked to provide reasons, they all seemed to agree on one motive: to make everyone in the class understand what was being said and taught, especially students with lower knowledge of English. In other words, translanguageing in language teaching occurs mostly because of disparity in students' English proficiency.

In order to make sure everyone understands what is expected from them, especially those who do not know English that well.

Because it is not enough to explain some things to us only in English. We need to hear it in Croatian too so we can understand how to complete an exercise.

Maybe some students have difficulty with understanding some grammatical structures and they need to have them explained in both languages.

To make sure everyone had the chance to understand what had been said and to avoid misunderstandings.

When it comes to students' attitudes on whether their English teachers should translanguage during their lessons, the respondents gave similar or the same answers as in the experience section.

As Figure 2 shows, a substantial percentage of respondents deem their teachers should use their L1 when teaching English (70% sometimes, 9% often, 1% very often). The key reason behind this is their belief that in this way every student in the class will understand the matter being taught as well as the task requirements. When it comes to English language proficiency, they make many references to the issue of discrepancy between students and see this as the main reason for the necessity for teacher translanguaging.

So that all students could be at the same level. If the teacher speaks in our native language then the students will easily understand the situation.

Maybe some students aren't good at comprehending some parts of English grammar so the teachers should explain it to them in Croatian, too. It is completely acceptable for our teacher to say something in Croatian since it is her native language as well.

Because I think that all students had been taught English differently before they came to high school. Because of that, the "weaker" ones can't understand everything in English.

To be sure the whole class understands everything. Not everyone understands and speaks English in the same way as their teacher!!! Some know less, others more!

Mostly to avoid misunderstandings. Also, to understand our mistakes. If our teacher uses English while explaining what we did wrong on our exam or schoolwork, we might not understand her completely and we will continue to do the same mistakes.

To help those who don't understand a word in English not to feel confused and insecure.

The students hold it is completely acceptable for teachers to translanguage when tackling new material. However, the focus is much more on grammar than on vocabulary.

When a student makes clear he or she doesn't understand the matter in English or when the teacher notices that students didn't understand completely.

While analysing our exam results and when giving instructions on how to complete an exam task.

When explaining present, perfect, future...

When we talk about completely new topics and, more importantly, grammar.

Our teacher should use Croatian when we deal with more complex grammatical features.

Only 20% of their colleagues do not agree with them, stating it is necessary for teachers to only use the target language while teaching to make it possible for students to perfect their English skills.

Because by doing so they might motivate their students to communicate in English and be more confident in their English-speaking skills.

Maybe they should speak in English with 3rd and 4th grade students. They should know English well enough to have their lessons conducted in English solely.

If entire lessons were conducted in English, it would contribute to students' development of their English-speaking skills. They would also have better knowledge of English vocabulary, because now, when we don't know how to say a word in English and use its Croatian equivalent, we learn absolutely nothing.

Students would learn the language better because they would have to listen closely and try to understand what the teacher said and not to wait for the Croatian translation.

In high school, teachers should express themselves in English during English language lessons because the lesson is not about any other language. We should extend our knowledge and English is not such a difficult language to learn.

Because today's generations should know English well since this language is all around them.

Because we have been learning English long enough to understand what our English teacher is talking about.

4.2. Teachers' encounters with and standpoints on translanguaging

This chapter is concentrated on the results obtained from teachers' questionnaires, which aimed to explore teachers' reports of students' and their own translanguaging practices as well as their opinion on this phenomenon. Section 5.1. provides insight into their attitudes towards and experience with translanguaging in language teaching, while section 5.2. looks at their encounters with translanguaging in language learning, followed by their views on this matter.

4.2.1. Translanguaging in language teaching

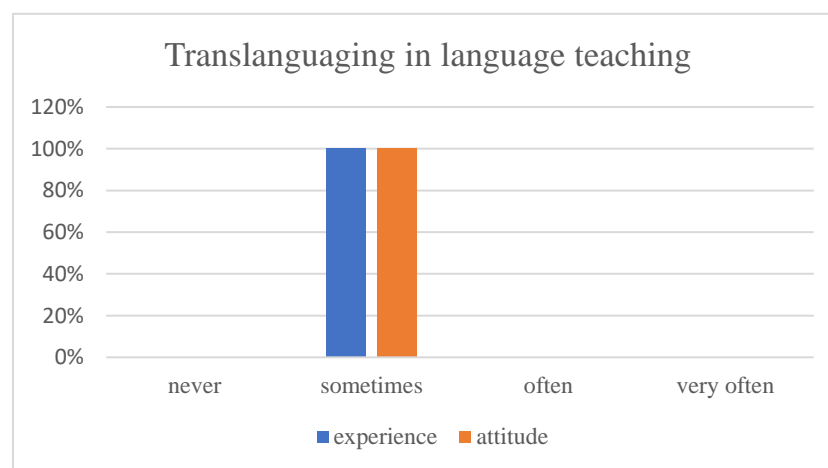


Figure 3. Teachers' experience and attitudes towards teacher translanguaging.

When asked whether they translanguaged while teaching, all respondents claimed they used their L1 on some occasions (see Figure 3). Specifically, three out of four teachers claim they use their L1 while tackling new and complex parts of vocabulary and grammar. What is more, along with these reasons, two of them state that translanguaging happens while giving important information about homework or exams. One teacher, however, explains they use their L1 solely after noticing difficulty in student comprehension, only after being presented with English explanation of a word or a topic. Still, they all seem to agree on the reasons behind these

occurrences: all respondents use translanguageing to ensure student comprehension and to avoid any misunderstandings.

When it comes to their attitude towards translanguageing in language teaching, their opinion does not differ much from what they apply in their classroom (see Figure 3). In other words, the respondents think teachers should translanguage on some occasions to make sure everyone in their class understands what is being taught. Moreover, two teachers feel that translanguageing fosters English language learning.

When there are some expressions that need to be translated so that students can see all the changes that have to be made. In this way they make the word or expression more “concrete”. Italian is also useful to clarify some grammatical structures of the English language (Conditionals or narrative tenses).

4.2.2. Translanguageing in language learning

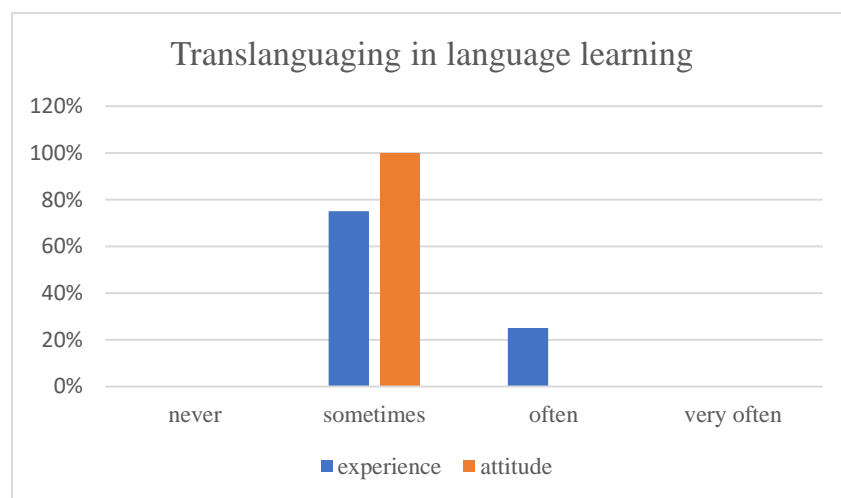


Figure 4. Teachers' experience and attitudes towards students' translanguageing.

On the other hand, when asked about whether and why their students switched to their L1, three out of four respondents claimed their students sometimes did it, while one teacher said they often heard them switch from one language to another (see Figure 4). The main reason behind

student translanguaging, aside from not being able to remember the exact word in English, is the fact that their L1 comes “more naturally” than English. In other words, students spontaneously switch to L1, be it because they can’t remember the exact word in English or because they are “too lazy” to think of the target language equivalent. It usually happens in situations not related to the lecture and during group or pair work.

They usually make questions in Croatian, especially regarding things unrelated to the lecture and during group or pair work (while doing projects, creating posters etc.). It happens mostly because they “forget” to use English and switch to Croatian spontaneously. For them, it is a more practical and faster way to express themselves.

When it is difficult for them to express themselves and discuss about a specific topic. I see that they are eager to give their opinion but they lack enough knowledge so some students are afraid to speak because of the mistakes they make.

All teachers hold the same opinion regarding translanguaging in English language learning: the use of their L1 should occur, but only occasionally. According to them, students should try to express themselves in English as frequently as they can, except when there is a possibility of jeopardising the communication. In other words, student can translanguage when learning new grammatical structures and vocabulary. Moreover, it should be aimed at helping students express their opinion on a given topic, connect grammatical structures of English with those in their L1 as well as compare some phrases and expressions.

5. Observing classroom translanguaging

This chapter gives an overview of classroom practice by presenting samples of classroom interaction to examine the patterns and functions of both teachers' and students' translanguaging. Classroom observations are divided into two main categories: translanguaging in language teaching and translanguaging in language learning. Before examining the findings it is important to highlight the interdependent relationship between teacher and student translanguaging and the impossibility to clearly divide translanguaging occurrences into strict and isolated categories. In these categories the short passages from the observed lessons will be provided and discussed. Words, phrases, and sentences where translanguaging occurred are written in bold.

5.1. Translanguaging in language teaching

By carefully observing English language lessons and analysing audio recordings, the functional uses of teachers' translanguaging can be found in the following categories: grammar explanation, facilitation of student responses, emphasis of important points, giving feedback and directions, classroom management, and vocabulary analysis.

5.1.1. Grammar explanation

In the first example the teacher explains the notion of Present Perfect to students for the first time. The use of their L1, i.e. Croatian, occurs in order to facilitate students' understanding of the use of this particular tense. In other words, the teacher tries to draw parallels between the L1 and the target language in the context of the use of past and present tenses.

(1) Teacher: what is the meaning of the word present↑

Students: sada

Teacher: now, **sadašnje** [*present*] (.) now let's go to perfect (.) perfect, or **perfekt** [*perfect*] is the name of what tense in Croatian↑

Students: past

Teacher: great (3.0) so (.) we can say that present perfect is kind of a bridge between past and present (.) **prošlo i sadašnje vrijeme** [*past and present tense*]

The second example also reflects the use of translanguaging to facilitate students' understanding of new grammatical structures. The teacher uses translation to explain the function of the verb *to have* in the English language.

(2) Teacher: let's translate this sentence (2.0) I have written fifteen messages (2.0) **napisala sam petnaest poruka** [*I have written fifteen messages*] (.) ok (.) do we translate it as have? (.) **imati** [*to have*] ↑

Students: NO

Teacher: then what is the function of this have↑

Students: pomoćni glagol

Teacher: very good (3.0) and now how do we say **pomoćni** [*auxiliary*] glagol in English↑ **pomoćni** [*auxiliary*] (.) helping (.) auxiliary verb (3.0) it helps the main verb but it doesn't mean **imati** [*to have*]

The third example focuses on explaining grammatical mistakes made by a student. The example shows the teacher translanguaging in order to guide the student to the missing grammatical component in the task at hand.

(3) Teacher: what is wrong with this sentence↑ **che cosa non va bene con questa frase** [*what is wrong with this sentence*] ↑

Students: ((silence))

Teacher: if we want to talk about school in Dublin is situated the most famous university called Trinity college (3.0) something is missing here (3.0) **qualcosa manca** [*something is missing here*] (.) **manca il soggetto** [*the subject is missing*] (7.0) **devi mettere** [*you have to put*] it is situated **oppure cambiare l'ordine della frase** [*or change the word order in this sentence*] (.) **il** [*the*] word order (3.0) what is the word order↑ word order equals subject verb object (.) that's the basics (.) **qual'è il soggetto** [*what is the subject*] ↑ (3.0) the most famous university called Trinity college (.) **questo è il soggetto** [*this is the subject*] (6.0) **e il verbo è** [*and the verb is*] is situated

Student: va bene

Teacher: **poi il resto lo copi** [*then you copy the rest*] (.) **il** [*the*] word order è **molto importante nella lingua inglese** [*is really important in English*] (4.0) **non è come in italiano oppure in croato** [*it's not like in Italian or Croatian*] (.) **stiate attenti** [*be careful*]

5.1.2. Facilitation of student responses

The teachers participating in this study appear to translanguague to build solidarity with students and to facilitate learning when students seem to have problems with understanding. In this example the students seem to have trouble with understanding what they are required to do. Seeing they

have problems presenting an example of the grammatical structure in question, the teacher provides them with an answer in Croatian to facilitate their response.

(4) Teacher: can anyone give me a sentence with would prefer↑

Students: ((*silence*))

Teacher: anyone↑ (.) a simple one

Students: ((*silence*))

Teacher: **ići van** [*to go out*] (2.0) I would prefer –

Students: TO GO OUT

In the second example, when the teacher asks the question, the student seems to be nervous and anxious as he does not know how to answer the question. The student appears to have difficulty with understanding the topic as well as the question asked by the teacher. Because of that, instead of repeating the question in English, the teacher consciously switches to Croatian to help and encourage the student.

(5) Teacher: what are the advantages of social networks↑

Student #1: sorry (.) what↑

Teacher: **koje su prednosti društvenih mreža** [*what are the advantages of social networks*] ↑ >what are the advantages<

Student #1: OH (.) okay

5.1.3. *Emphasis of important points*

In the following examples the teachers switch to L1 to direct students' attention to important contents. For instance, example 6 shows the teacher pointing the student to the proper way of writing the compound word in question.

(6) Teacher: let's see what we did last time (5.0) ok (3.0) Ivan (.) how do you call someone who used to be your girlfriend↑

Student #1: ex-girlfriend

Teacher: great (.) **SA CRTICOM** [*with the hyphen*] (.) WITH THE HYPHEN (2.0) don't forget that

Example 7 describes the situation in which the teacher emphasises the importance of following the right word order in affirmative sentences, i.e. in making polite requests.

(7) Teacher: do you remember how to sound polite when making requests↑

Students: yes

Teacher: I was wondering (.) excuse me (.) would you mind (.) could you tell me and so on (2.0) right↑

Students: yes

Teacher: and you have to pay attention to what later↑ (3.0) what the time is not what is the time (.) **pazite mi na to** [*be careful with that*] (.) **znači** [*so*] affirmative word order (.) **pazite to je jako bitno** [*be careful it's really important*]

5.1.4. Giving feedback and directions

In the following example the teacher uses L1 to give additional information about the task as well as to clarify what part of the task the student should concentrate on.

(8) Teacher: now solve the exercise at the bottom of the page (.) **ovaj u kutu dolje**
[the one in the corner below]

Student #1: I have been saying –

Teacher: wait (.) wait (.) **imaš ovaj donji tekst** [you have this text at the bottom]
(.) **ovaj plavi** [the blue one]

Student #1: AHA

The second excerpt provides an example of using translanguaging to clarify the proper way of using a new form to do reading tasks.

(9) Teacher: ok (.) now your task will be to (.) **avete mai letto così**↑ [have you ever read like this] (.) **si chiama** [it is called] reading for gist (.) it means that you don't read every word but you read very quickly (.) **avete poco tempo per vedere di che cosa tratta il testo** [you have little time to see what the text is about]

Students: no (.) mai

Teacher: **vediamo se potete fare così** [let's see if you can do that] (.) you skim through the text and (.) each paragraph talks about one thing in particular (.) you have to see which thing is discussed in each paragraph (.) you have to connect the titles in exercise four with the paragraphs (.) you have to put the titles next to the number (.) one a one b and so on (.) I will give you two minutes (.) it means that you don't need to read all the words but just parts of the text (.) **non leggete tutto ma solo all'incirca** [do not read everything, just skim through the text] (.) **avete capito** [do you understand] ↑

5.1.5. Classroom management

The following example shows the teacher translanguaging to criticise students' violation of classroom rules.

(11) Teacher: let me check if everyone has their homework (4.0) IVANA

Student #1: ((*approaching*))

Teacher: TIN

Student #2: I don't have it (.) sorry

Teacher: **kada se kaže da nemaš zadaću** [*when do you say you don't have your homework*] ↑

Student #2: na početku sata

Teacher: **tako je** [*that's right.*] (.) **na početku sata** [*at the beginning of the lesson*]

The second one is concentrated on two students violating classroom discipline. The teacher switches to Italian to show the severity of the violation, so the students would take her reprimands more seriously.

(12) Teacher: excuse me (2.0) **ma cosa di nuovo** [*are you really doing it again*] ↑(.)
what is so important that you have to say to each other↑

Student #1: nothing

Teacher: **se volete potete fare due giri per i corridoi e poi tornate** [*if you want you can take a walk in the corridor and then you come back*]

Students: no (.) non serve

Teacher: **allora calma** [*then calm down*]

5.1.6. Vocabulary analysis

In example 13 the teacher uses Italian to convey the meaning of a vocabulary item which was previously introduced through the use of other teaching strategies, such as definition, exemplification and providing Italian equivalents.

(13) Teacher: can you tell me what's the opposite of even-handed↑

Student #1: biased

Teacher: great. What did we say (.) what does biased mean↑ (5.0) it is the opposite of even-handed (.) what does even-handed mean↑

Student #2: even-handed is someone who is not making trouble.

Teacher: no (.) c'mon (.) what does the word biased mean↑ you know the word (.) do you know the meaning↑

Student #1: the judge must be even handed

Teacher: very good (.) excellent (.) you gave me a good example (.) the judge must not be biased (2.0) what does it mean then↑ Does it mean to make trouble or not↑

Students: no

Teacher: so what does it mean? in your own words (.) how would you say it in Italian↑ **come si dice** [how do you call] somebody who is even-handed (.) not only the judge in court but who else↑

Student #1: l'arbitro

Teacher: **come si dice l'arbitro** [how do you say referee] ↑

Student #1: um (.) referee

Teacher: ok (.) referees also must be biased (.) what do they do↑

Student #2: for example (3.0) so if someone is pushing someone (2.0) the referee gives a yellow card

Teacher: excellent (.) so the referee decides if someone plays in a fair way or not (.) so they have to be >**come si dice** [*how do you call*] (.) **un'altra parola per** [*another word for*] even-handed **in italiano** [*in italian*] < **l'arbitro deve essere come** [*how does a referee need to be*] ↑ (5.0) **deve essere giu-** [*he needs to be ju-*]

Students: GIUSTO

Teacher: yes (.) the referee must be just (.) or even-handed >**deve essere equo e giusto** [*he must be fair and just*] < (.) **questo significa-** [*this means*]

Students: EVEN-HANDED

The next example presents similar use of L1 as in the example above. Here the teacher translanguages to introduce the meaning of a word which was previously used in class. So as to facilitate students' understanding of a relatively new vocabulary item the teacher uses Italian for reminding the students of previously mentioned Italian connotation linked to this word.

(14) Teacher: what does rambling mean↑

Student #2: someone who is fast

Teacher: **cosa abbiamo detto in italiano** [*what did we say in italian*] (.) **come si dice** [*how do you call*] ↑ rambling replies (.) rambling discourse (.) **che non hanno inizio né -** [*that don't have a beginning nor an -*]

Student #1: fine

Teacher: **si** [*yes*] (.) **come si dice questo in italiano** [*how do you say it in italian*] ↑ (5.0) **parlare a –** [*talk non-*]

Students: vanvera

Teacher: ok (.) right

5.2. Translanguaging in language learning

When it comes to students using L1 during their English lessons, the examples are mostly connected to communication with their classmates and during informal discussions with the teacher. The switch to L1 happens spontaneously or out of fear of saying the wrong answer. The functions of translanguaging in language learning that emerged from listening to audio recordings are as follows: responding to teachers' questions, helping peers during activities, and discussing content and activities.

5.2.1. Responding to teacher's questions

In the first example, the student answers the teacher's questions in Croatian although the questions are in English. They use L1 spontaneously, being accustomed to answering the same question in all their other classes, which are in Croatian.

(15) Teacher: let's see (2.0) who is not here↑

Student #1: Luka, Jakov **i ovaj** [*and the one*] (4.0) Matija

Teacher: and::

Student #1: **to je to** [*that's all*]

The second example presents a situation with a heated classroom discussion about social media. When asked about their personal information on their social media accounts, the students switched to Croatian mostly because it was connected to their experience.

(16) Teacher: how many of you have their phone number written on Facebook or Instagram↑

Student #1: **nedo Bog** [*God forbid*]

Student #2: **nedo Bog većeg zla** [*God forbid a worse thing should happen*]

5.2.2. *Helping peers during activities*

In the following excerpt, two students switched to L1 while revising vocabulary. One of the students had difficulties with remembering the correct vocabulary item, so the other one used Croatian to help their classmate. What is more, the use of Croatian helped the second student to faster and better explain their classmate's mistake.

(17) Teacher: what is this↑

Teacher: ((shows a picture of turnip))

Student #1: beet

Student #2: **šta ti je** [*what is it with you*] (.) **to je cikla** [*that's beet*] (2.0) **mislim da je nešto na t** [*I think it starts with t*]

Student #1: **tur nešto, šta ne** [*tur something, right*]↑

Student #2: TURNIP

Student #1: TURNIP, yes

In the following example we can see a situation in which a student provides assistance to his peers by explaining what they are required to do. Interestingly, the student not only uses the Italian language but also Croatian. Having been fluent in these two languages, it is only natural for such occurrences to happen.

(18) Teacher: today we are going to play kahoot (.) we need to revise what we did in our first two units

Student #1: people (.) we need to **accendere mobilni podaci** [*turn on the mobile data*]

The last example in this category shows a student asking for help in English as well as in Croatian. Specifically, English is used when addressing the teacher while Croatian is used to communicate with their colleague. Having been used to communicating with their colleagues in Croatian, the use of L1 comes in naturally in this situation.

(19) Teacher: now turn your backs to each other (5.0) come on

Student #1: what do we have to do↑ (2.0) **šta moramo** [*what do we have to do*]↑°

Student #2: **okreni mi leđa** [*turn your back to me*]

5.2.3. *Discussing content and activities*

The following examples depict students' translanguaging during classroom discussions. In all examples listed below the topic of the discussion is the same: social networks and their effect on students' lifestyle. Students find this topic extremely interesting since it is related to their own everyday experience. Hence, their conversation is more spontaneous, and they unintentionally switch to Croatian.

(20) Teacher: what can you see on page fourteen↑

Student #1: I can see facespace (2.0) it's like some kind of imaginary website

Teacher: what kind of website is this↑

Student #2: **AJME NE** [*OH NO*] (2.0) **daj vidi koji** [*look what a*] cringe (.) **da** [*like*] facespace

(21) Teacher: do you usually spend time on your phone before going to sleep↑

Students: yes

Student #1: **ajme ja ću ja mislim oslijepiti jednog dana** [*gee I think one day I will become blind*]

Student #2: **da ajme kad u onom mraku samo to svijetlo bude** [*oh yes when it's dark and there's only that light*]

(22) Teacher: how many of you don't have a facebook account

Student #1: **ma fejsa uopće više nema** [*well face is almost gone*]

Student #2: **molim** [*what*]

Student #3: **šta ti pričaš** [*what are you talking about*]

Student #1: **pa pričali smo neki dan kako ga pola nas ima a ne koristi uopće** [*well the other day we were talking about how half of us have it but don't even use it*]

6. Discussion

Our findings indicate that both students and teachers hold that English should be the main language of communication and interaction in the EFL classroom. At the same time, they do believe translanguaging deserves its place in language teaching and learning and acknowledge its benefits in the both.

Although most students believe translanguaging ought to be present in both language learning and teaching, which is in line with their experience, there is still a small number of those claiming L1 use should be avoided in the EFL classroom. According to them, students should have a maximum exposure to the target language in their educational environment, as it leads to successful target language acquisition (cf. Krashen, 1985; Lightbown and Spada, 2006). Another prevailing reason for target language exclusivity is the expected high proficiency from all (grammar school) students. The participants feel that translanguaging is not needed in the EFL classroom as English should have already been mastered by this level. These results suggest that the awareness of the role of English in a globalised world is strongly present among EFL learners. As a global lingua franca, English is nowadays used as “a vehicular language for international communication” in plurilingual contexts around the world (Graddol, 2001: 27), and people from all over the world are exposed to it since their birth and are expected to successfully tackle everyday communication, to say the least.

As mentioned earlier, the majority of the participants believe translanguaging does not inhibit language learning, but fosters it in a way of creating a more “comfortable” learning environment, in which students feel more relaxed. This classroom atmosphere can bring to successful language learning since it helps increase student motivation, which is an integral part of foreign language learning (cf. Adamson and Adamson-Fujimoto, 2012; May, 2014). As for the

preferred situations in which both student and teacher translanguaging should occur, students list elaboration of new grammatical structures and vocabulary items, one-to-one conversations with both their peers and teachers, as well as classroom management and different assessment situations. These findings are in line with the results obtained by Johansson (2013), where students regarded translanguaging as acceptable in grammatical instructions and one-to-one conversation, and with those obtained by Tahimi and Quadermazi (2015), who reported students' preference for translanguaging in grammatical and vocabulary explanations, albeit kept to a minimum to ensure maximum use of the target language.

Unlike students, the four teachers are unanimous in their attitude towards translanguaging. When it comes to its frequency, they take a rather neutral stance, claiming it is acceptable for both students and teachers to translanguage on some occasions. These results are in contrast with the findings by Nilsson (2015), who discovered an overall negative teacher view of using L1 in the EFL classroom, and in accordance with Rosen's (2017) and Nambisan's (2014) studies. While giving their own opinion on translanguaging as well as examples from their own experience, all teachers mentioned the same main reason for these occurrences: to ensure everyone understands what is being taught and to avoid any possible misunderstandings.

The results of our observation show that the teachers mostly translanguage when explaining new grammatical structures as well as introducing new and revising already covered vocabulary items. When it comes to switching to L1 during grammar explanation, the findings of this study are consistent with those obtained by Chung Ke (2017) who, through the observation of an EFL classroom in Taiwan, found out that translanguaging enhanced students' learning of English, especially grammar. In addition, translanguaging facilitates student responses, emphasizing certain points, managing class and giving feedback and important directions. All the above-mentioned

functions of translanguaging corroborate the statements by researchers in support of using both the target language and the L1 in the EFL classroom, since the given examples show how the use of translanguaging speeds up the learning process and serves other functions (Cook, 2008; Cummins, 2009; Adamson and Adamson-Fujimoto, 2012; Ortega, 2014).

As regards student translanguaging, they mostly translanguage while helping peers during activities, during heated classroom discussions as well as when answering to the teacher's questions. The reasons behind these occurrences might stem from the fact that students either feel accustomed to using their L1, especially while talking to their colleagues, or when eager to give opinion on a given matter, they spontaneously switch to their native language. Besides, as Rasman (2018) points out, translanguaging in learner – learner interaction helps with successful foreign language acquisition. Pacheco (2016) also indicates how both teacher and student translanguaging plays an important role in understanding different L2 notions.

The recent studies on translanguaging in the EFL classroom (e.g. Nambisan, 2014; Nilsson, 2015) show a discrepancy between the respondents' attitudes towards translanguaging and their practices in the classroom. For instance, Nambisan's (2015) findings showed that teachers placed importance on the practices of translanguaging, but did not implement it in their classrooms. On the other hand, Nilsson (2015) discovered an overall negative view of using L1 in EFL teaching, although translanguaging did occur when giving individual feedback, when making direct comparisons to L1 or when the class got out of hand.

Conversely, the present study shows that both the teachers' and students' statements are consistent with their practices in their language learning and teaching environment. In other words, both teachers and students report translanguaging in the EFL learning and teaching context, which is corroborated by examples of these occurrences in classroom recordings. Students reported they

usually switched to their L1 in informal situations, such as discussing exam dates and deadlines, talking to their fellow students as well as during intense classroom discussions, when they could not manage to properly express themselves in English. Along with examples of such situations, the classroom observation showed that students translanguaged when responding to the teacher's questions, which was not reported in the questionnaire. On the other hand, we did not notice any disparity between teachers' self-reported practices and the observed lessons. Along with grammatical and vocabulary analysis, the self-reported practices of translanguaging were also observed in situations that required students' full attention to gain a better understanding of what was being said or taught, which is one the main reasons for translanguaging in language teaching.

Overall, the findings of this study show generally positive attitudes towards translanguaging by both students and teachers, which they successfully apply in their English language classroom.

7. Concluding remarks and future implications

In the light of the discussions regarding the presence of translanguaging in the EFL classroom, this paper aimed to provide insights into both students' and teachers' attitudes as well as their experiences when it comes to switching to L1 in their English classroom. Another goal was to analyse the presence of translanguaging in the EFL classroom and explore its functions to investigate whether the respondents' statements diverge from their practices. For this purpose, a thorough analysis of an overall number of 229 collected questionnaires and audio recordings of twenty 45-minute lessons was carried out. The participants partaking in this study were 225 students and 4 teachers from two grammar schools in Rijeka, Croatia.

The findings suggest that a considerable number of students and teachers implement translanguaging in their EFL learning and teaching and acknowledge its benefits in these contexts. Simultaneously, they believe that the use of L1 should be kept to a minimum, and a small number of students deem L1 should not be present at all in the EFL classroom. Through classroom observation it became evident how the functions of translanguaging in both learning and teaching served its purpose: to make students' comprehension of both unrelated and topic-related concepts easier and more successful. Teachers mostly translanguaged during vocabulary analysis, grammar explanation, while emphasizing important points, giving feedback and directions, facilitating student responses and during classroom management. Students, on the other hand, switched to their L1 while helping peers during activities, in intense discussions and while responding to teachers' questions.

As for the limitations of this study, the small sample of respondents and recorded lessons makes it difficult to generalise reported practices and attitudes of translanguaging on a large scale. Thus, if we were to make assumptions regarding teachers' and students' attitudes and practices it

would be necessary to collect more responses and to record more lessons. Moreover, the participants' awareness of the observation taking place during their lessons might have heavily influenced their classroom performance. Finally, instead of being limited to grammar schools, the aim of this study can be extended to all secondary schools by comparing grammar schools with vocational ones.

We hope that this study would be useful to researchers interested in this topic as well as to EFL teachers when (re)considering their teaching practice.

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Appendix 1: UPITNIK ZA UČENIKE ENGLESKOGA JEZIKA

Ovaj upitnik sastavljen je u svrhu prikupljanja podataka o iskustvima i stavovima učenika i nastavnika engleskoga jezika. Podaci će biti obrađeni u diplomskome radu koji pišem u okviru Studija engleskoga jezika i književnosti Filozofskog fakulteta u Rijeci. Upitnik je anonimn. Molim Vas za iskrene i što detaljnije odgovore. Hvala na sudjelovanju!

Dorotea Scopich

OSOBNİ PODACI

1. Spol: M Ž
2. Dob:
3. Razred:
4. Godine učenja engleskog jezika:
5. Materinski jezik:

ISKUSTVO

1. Koristite li hrvatski jezik tijekom nastave engleskoga jezika?

NIKAD ☐ **PONEKAD** ☐ **ČESTO** ☐ **VRLO ČESTO** ☐

2. Ako ste na prethodno pitanje odgovorili s „NIKAD“, molim Vas da što detaljnije odgovorite zašto.

3. Ako ste na prethodno pitanje odgovorili s „PONEKAD“ – „VRLO ČESTO“, molim Vas da što detaljnije odgovorite na sljedeća pitanja (možete navesti i primjere):

- a. **Kada?**

- b. **Zašto?**

- c. **Na koji način?**

STAVOVI

1. Smatrate li da bi u nastavi engleskoga jezika učenici trebali koristiti i hrvatski jezik?
NIKAD ☐ **PONEKAD** ☐ **ČESTO** ☐ **VRLO ČESTO** ☐

2. Ako ste na prethodno pitanje odgovorili s „NIKAD“, molim Vas da što detaljnije odgovorite zašto.

3. Ako ste na prethodno pitanje odgovorili s „PONEKAD“ – „VRLO ČESTO“, molim Vas da što detaljnije odgovorite na sljedeća pitanja (možete navesti i primjere):

a. Kada?

b. Zašto?

c. Na koji način?

ISKUSTVO

1. Koriste li **nastavnici** hrvatski jezik tijekom nastave engleskoga jezika?

NIKAD ☐ **PONEKAD** ☐ **ČESTO** ☐ **VRLO ČESTO** ☐

2. Ako ste na prethodno pitanje odgovorili s „NIKAD“, molim Vas da što detaljnije odgovorite zašto.

3. Ako ste na prethodno pitanje odgovorili s „PONEKAD“ – „VRLO ČESTO“, molim Vas da što detaljnije odgovorite na sljedeća pitanja (možete navesti i primjere):

- a. **Kada?**

- b. **Zašto?**

- c. **Na koji način?**

STAVOVI

1. Smatrate li da bi u nastavi engleskoga jezika **nastavnici** trebali koristiti i hrvatski jezik?
NIKAD ☐ **PONEKAD** ☐ **ČESTO** ☐ **VRLO ČESTO** ☐

2. Ako ste na prethodno pitanje odgovorili s „NIKAD“, molim Vas da što detaljnije odgovorite zašto.

3. Ako ste na prethodno pitanje odgovorili s „PONEKAD“ – „VRLO ČESTO“, molim Vas da što detaljnije odgovorite na sljedeća pitanja (možete navesti i primjere):

a. Kada?

b. Zašto?

c. Na koji način?

Appendix 2: UPITNIK ZA NASTAVNIKE ENGLESKOGA JEZIKA

Ovaj upitnik sastavljen je u svrhu prikupljanja podataka o iskustvima i stavovima učenika i nastavnika engleskoga jezika. Podaci će biti obrađeni u diplomskome radu koji pišem u okviru Studija engleskoga jezika i književnosti Filozofskog fakulteta u Rijeci. Upitnik je anonimn. Molim Vas za iskrene i što detaljnije odgovore. Hvala na sudjelovanju!

Dorotea Scopich

OSOBNİ PODACI

1. Spol: M Ž
2. Dob:
3. Stupanj obrazovanja:
4. Godine iskustva:
5. Materinski jezik:

ISKUSTVO

1. Koristite li hrvatski jezik tijekom nastave engleskoga jezika?

NIKAD ☐ **PONEKAD** ☐ **ČESTO** ☐ **VRLO ČESTO** ☐

2. Ako ste na prethodno pitanje odgovorili s „NIKAD“, molim Vas da što detaljnije odgovorite zašto.

3. Ako ste na prethodno pitanje odgovorili s „PONEKAD“ – „VRLO ČESTO“, molim Vas da što detaljnije odgovorite na sljedeća pitanja (možete navesti i primjere):

- a. **Kada?**

- b. **Zašto?**

- c. **Na koji način?**

STAVOVI

1. Smatrate li da bi u nastavi engleskoga jezika nastavnici trebali koristiti i hrvatski jezik?
NIKAD ☐ **PONEKAD** ☐ **ČESTO** ☐ **VRLO ČESTO** ☐

2. Ako ste na prethodno pitanje odgovorili s „NIKAD“, molim Vas da što detaljnije odgovorite zašto.

3. Ako ste na prethodno pitanje odgovorili s „PONEKAD“ – „VRLO ČESTO“, molim Vas da što detaljnije odgovorite na sljedeća pitanja (možete navesti i primjere):

a. Kada?

b. Zašto?

c. Na koji način?

ISKUSTVO

1. Koriste li **učenici** hrvatski jezik tijekom nastave engleskoga jezika?

NIKAD ☐ **PONEKAD** ☐ **ČESTO** ☐ **VRLO ČESTO** ☐

2. Ako ste na prethodno pitanje odgovorili s „NIKAD“, molim Vas da što detaljnije odgovorite zašto.

3. Ako ste na prethodno pitanje odgovorili s „PONEKAD“ – „VRLO ČESTO“, molim Vas da što detaljnije odgovorite na sljedeća pitanja (možete navesti i primjere):

- a. **Kada?**

- b. **Zašto?**

- c. **Na koji način?**

STAVOVI

1. Smatrate li da bi u nastavi engleskoga jezika **učenici** trebali koristiti i hrvatski jezik?
NIKAD ☐ **PONEKAD** ☐ **ČESTO** ☐ **VRLO ČESTO** ☐

2. Ako ste na prethodno pitanje odgovorili s „NIKAD“, molim Vas da što detaljnije odgovorite zašto.

3. Ako ste na prethodno pitanje odgovorili s „PONEKAD“ – „VRLO ČESTO“, molim Vas da što detaljnije odgovorite na sljedeća pitanja (možete navesti i primjere):

a. Kada?

b. Zašto?

c. Na koji način?

Appendix 3: QUESTIONARIO PER GLI ALUNNI DI LINGUA INGLESE

Questo questionario è stato compilato con lo scopo di raccogliere informazioni sulle esperienze e atteggiamenti degli studenti e insegnanti di lingua inglese. I dati saranno elaborati nella tesi di laurea che scrivo presso il Dipartimento di lingua e letteratura inglese nella Facoltà di Lettere e Filosofia di Fiume. Il questionario è anonimo. La prego di rispondere onestamente e dettagliatamente. Grazie per la partecipazione!

Dorotea Scopich

INFORMAZIONI PERSONALI

1. Sesso: M F
2. Età:
3. Classe:
4. Anni di studio della lingua inglese:
5. Lingua materna:

ESPERIENZA

1. Usa la lingua italiana durante le lezioni d'inglese?

MAI ☐ **A VOLTE** ☐ **SPESSE** ☐ **MOLTO SPESSE** ☐

2. Se la risposta alla domanda precedente è “MAI”, La prego di elaborarla dettagliatamente.

3. Se la risposta alla domanda precedente è “A VOLTE – MOLTO SPESSE”, La prego di rispondere dettagliatamente alle seguenti domande (può nominare alcuni esempi):

a. **Quando?**

b. **Perché?**

c. **In quale maniera?**

ATTEGGIAMENTI

1. Reputa che durante le lezioni d'inglese gli alunni dovrebbero usare anche la lingua italiana?

MAI ☐ **A VOLTE** ☐ **SPESSE** ☐ **MOLTO SPESSO** ☐

2. Se la risposta alla domanda precedente è “MAI”, La prego di elaborarla dettagliatamente.

3. Se la risposta alla domanda precedente è “A VOLTE – MOLTO SPESSO”, La prego di rispondere dettagliatamente alle seguenti domande (può nominare alcuni esempi):

- a. **Quando?**

- b. **Perché?**

- c. **In quale maniera?**

ESPERIENZA

1. Usano **gli insegnanti** la lingua italiana durante le lezioni d'inglese?

MAI ☐ **A VOLTE** ☐ **SPESSO** ☐ **MOLTO SPESSO** ☐

2. Se la risposta alla domanda precedente è “MAI”, La prego di elaborarla dettagliatamente.

3. Se la risposta alla domanda precedente è “A VOLTE – MOLTO SPESSO”, La prego di rispondere dettagliatamente alle seguenti domande (può nominare alcuni esempi):

- a. **Quando?**

- b. **Perché?**

- c. **In quale maniera?**

ATTEGGIAMENTI

1. Reputa che durante le lezioni d'inglese **gli insegnanti** dovrebbero usare anche la lingua italiana?

MAI ☐ **A VOLTE** ☐ **SPESSE** ☐ **MOLTO SPESSE** ☐

2. Se la risposta alla domanda precedente è “MAI”, La prego di elaborarla dettagliatamente:

3. Se la risposta alla domanda precedente è “A VOLTE – MOLTO SPESSE”, La prego di rispondere dettagliatamente alle seguenti domande (può nominare alcuni esempi):

- a. **Quando?**

- b. **Perché?**

- c. **In quale maniera?**

Appendix 4: QUESTIONARIO PER GLI INSEGNANTI DI LINGUA INGLESE

Questo questionario è stato compilato con lo scopo di raccogliere informazioni sulle esperienze e atteggiamenti degli studenti e insegnanti di lingua inglese. I dati saranno elaborati nella tesi di laurea che scrivo presso il Dipartimento di lingua e letteratura inglese nella Facoltà di Lettere e Filosofia di Fiume. Il questionario è anonimo. La prego di rispondere onestamente e dettagliatamente. Grazie per la partecipazione!

Dorotea Scopich

INFORMAZIONI PERSONALI

1. Sesso: M F
2. Età:
3. Livello di istruzione:
4. Anni di esperienza:
5. Lingua materna:

ESPERIENZA

1. Usa la lingua italiana durante le lezioni d'inglese?

MAI ☐ **A VOLTE** ☐ **SPESSO** ☐ **MOLTO SPESSO** ☐

2. Se la risposta alla domanda precedente è “MAI”, La prego di elaborarla dettagliatamente.

3. Se la risposta alla domanda precedente è “A VOLTE – MOLTO SPESSO”, La prego di rispondere dettagliatamente alle seguenti domande (può nominare alcuni esempi):

a. **Quando?**

b. **Perché?**

c. **In quale maniera?**

ATTEGGIAMENTI

1. Reputa che durante le lezioni d'inglese gli insegnanti dovrebbero usare anche la lingua italiana?

MAI ☐ **A VOLTE** ☐ **SPESSE** ☐ **MOLTO SPESSE** ☐

2. Se la risposta alla domanda precedente è “MAI”, La prego di elaborarla dettagliatamente.

3. Se la risposta alla domanda precedente è “A VOLTE – MOLTO SPESSE”, La prego di rispondere dettagliatamente alle seguenti domande (può nominare alcuni esempi):

- a. **Quando?**

- b. **Perché?**

- c. **In quale maniera?**

ESPERIENZA

1. Usano **gli alunni** la lingua italiana durante le lezioni d'inglese?

MAI ☐ **A VOLTE** ☐ **SPESSO** ☐ **MOLTO SPESSO** ☐

2. Se la risposta alla domanda precedente è “MAI”, La prego di elaborarla dettagliatamente.

3. Se la risposta alla domanda precedente è “A VOLTE – MOLTO SPESSO”, La prego di rispondere dettagliatamente alle seguenti domande (può nominare alcuni esempi):

- a. **Quando?**

- b. **Perché?**

- c. **In quale maniera?**

ATTEGGIAMENTI

1. Reputa che durante le lezioni d'inglese **gli alunni** dovrebbero usare anche la lingua italiana?

MAI ☐ **A VOLTE** ☐ **SPESSE** ☐ **MOLTO SPESSO** ☐

2. Se la risposta alla domanda precedente è “MAI”, La prego di elaborarla dettagliatamente.

3. Se la risposta alla domanda precedente è “A VOLTE – MOLTO SPESSO”, La prego di rispondere dettagliatamente alle seguenti domande (può nominare alcuni esempi):

- a. **Quando?**

- b. **Perché?**

- c. **In quale maniera?**

Appendix 5: QUESTIONNAIRE FOR ENGLISH LANGUAGE STUDENTS

This questionnaire was compiled for the purpose of gathering information on the experience and attitudes of English language teachers and students. The data will be analysed in my master's Thesis. The questionnaire is completely anonymous. Please give honest and detailed answers. Thank you for your participation!

Dorotea Scopich

PERSONAL INFORMATION

1. Gender: M F
2. Age:
3. Grade:
4. Years of learning English:
5. Native language:

EXPERIENCE

1. Do you use the Croatian/Italian language during English language lessons?

NEVER ☐ **SOMETIMES** ☐ **OFTEN** ☐ **VERY OFTEN** ☐

2. If you answered "NEVER" to the previous question, please give us a more detailed answer as to why.

3. If you answered between "SOMETIMES" and "VERY OFTEN", please answer the following questions in detail (you can also give examples):

a. **When?**

b. **Why?**

c. **In what way?**

ATTITUDES

1. Do you think **students** should use the Croatian/Italian language during English language lessons?

NEVER ☐ **SOMETIMES** ☐ **OFTEN** ☐ **VERY OFTEN** ☐

2. If you answered "NEVER" to the previous question, please give us more detailed answers to why.

3. If you answered between "SOMETIMES" and "VERY OFTEN", please answer the following questions in detail (you can also give examples):

- a. **When?**

- b. **Why?**

- c. **In what way?**

EXPERIENCE

1. Do **teachers** use the Croatian/Italian language during English language lessons?

NEVER ☐ **SOMETIMES** ☐ **OFTEN** ☐ **VERY OFTEN** ☐

2. If you answered "NEVER" to the previous question, please give us a more detailed answer as to why.

3. If you answered between "SOMETIMES" and "VERY OFTEN", please answer the following questions in detail (you can also give examples):

- a. **When?**

- b. **Why?**

- c. **In what way?**

ATTITUDES

1. Do you think **teachers** should use the Croatian/Italian language during English language lessons?

NEVER ☐ **SOMETIMES** ☐ **OFTEN** ☐ **VERY OFTEN** ☐

2. If you answered "NEVER" to the previous question, please give us a more detailed answer as to why.

3. If you answered between "SOMETIMES and "VERY OFTEN", please answer the following questions in detail (you can also give examples):

a. When?

b. Why?

c. In what way?

Appendix 6: QUESTIONNAIRE FOR ENGLISH LANGUAGE TEACHERS

This questionnaire was compiled for the purpose of gathering information on the experience and attitudes of English language teachers and students. The data will be analysed in my master's Thesis. The questionnaire is completely anonymous. Please give honest and detailed answers. Thank you for your participation!

Dorotea Scopich

PERSONAL INFORMATION

6. Gender: M F
7. Age:
8. Degree:
9. Years of teaching experience:
10. Native language:

EXPERIENCE

1. Do you use the Croatian/ Italian language during English language lessons?

NEVER ☐ **SOMETIMES** ☐ **OFTEN** ☐ **VERY OFTEN** ☐

2. If you answered "NEVER" to the previous question, please give us a more detailed answer as to why.

3. If you answered between "SOMETIMES and "VERY OFTEN", please answer the following questions in detail (you can also give examples):

a. When?

b. Why?

c. In what way?

ATTITUDES

1. Do you think **teachers** should use the Croatian/Italian language during English language lessons?

NEVER ☐ **SOMETIMES** ☐ **OFTEN** ☐ **VERY OFTEN** ☐

2. If you answered "NEVER" to the previous question, please give us a more detailed answer as to why.

3. If you answered between "SOMETIMES" and "VERY OFTEN", please answer the following questions in detail (you can also give examples):

- a. **When?**

- b. **Why?**

- c. **In what way?**

EXPERIENCE

1. Do **students** use the Croatian language during English language lessons?

NEVER ☐ **SOMETIMES** ☐ **OFTEN** ☐ **VERY OFTEN** ☐

2. If you answered "NEVER" to the previous question, please give us a more detailed answer as to why.

3. If you answered between "SOMETIMES" and "VERY OFTEN", please answer the following questions in detail (you can also give examples):

- a. **When?**

- b. **Why?**

- c. **In what way?**

ATTITUDES

1. Do you think **students** should use the Croatian language during English language lessons?

NEVER ☐ **SOMETIMES** ☐ **OFTEN** ☐ **VERY OFTEN** ☐

2. If you answered "NEVER" to the previous question, please give us a more detailed answer as to why.

3. If you answered between "SOMETIMES and "VERY OFTEN", please answer the following questions in detail (you can also give examples):

- a. **When?**

- b. **Why?**

- c. **In what way?**

Appendix 7: Jeffersonian Notation

COGS102B * Cognitive Ethnography * Winter 2009

TRANSCRIPTION

Jeffersonian Transcription Notation includes the following symbols:

Symbol	Name	Use
[text]	Brackets	Indicates the start and end points of overlapping speech.
=	Equal Sign	Indicates the break and subsequent continuation of a single interrupted utterance.
(# of seconds)	Timed Pause	A number in parentheses indicates the time, in seconds, of a pause in speech.
(.)	Micropause	A brief pause, usually less than 0.2 seconds.
. or ↓	Period or Down Arrow	Indicates falling pitch.
? or ↑	Question Mark or Up Arrow	Indicates rising pitch.
,	Comma	Indicates a temporary rise or fall in intonation.
-	Hyphen	Indicates an abrupt halt or interruption in utterance.
>text<	Greater than / Less than symbols	Indicates that the enclosed speech was delivered more rapidly than usual for the speaker.
<text>	Less than / Greater than symbols	Indicates that the enclosed speech was delivered more slowly than usual for the speaker.
°	Degree symbol	Indicates whisper or reduced volume speech.
ALL CAPS	Capitalized text	Indicates shouted or increased volume speech.
underline	Underlined text	Indicates the speaker is emphasizing or stressing the speech.
:::	Colon(s)	Indicates prolongation of an utterance.
(hhh)		Audible exhalation
? or (.hhh)	High Dot	Audible inhalation
(text)	Parentheses	Speech which is unclear or in doubt in the transcript.
((italic text))	Double Parentheses	Annotation of non-verbal activity.

Jeffersonian Transcription Notation is described in G. Jefferson, "Transcription Notation," in J. Atkinson and J. Heritage (eds), *Structures of Social Interaction*, New York: Cambridge University Press, 1984.